Ontario Department
of Education

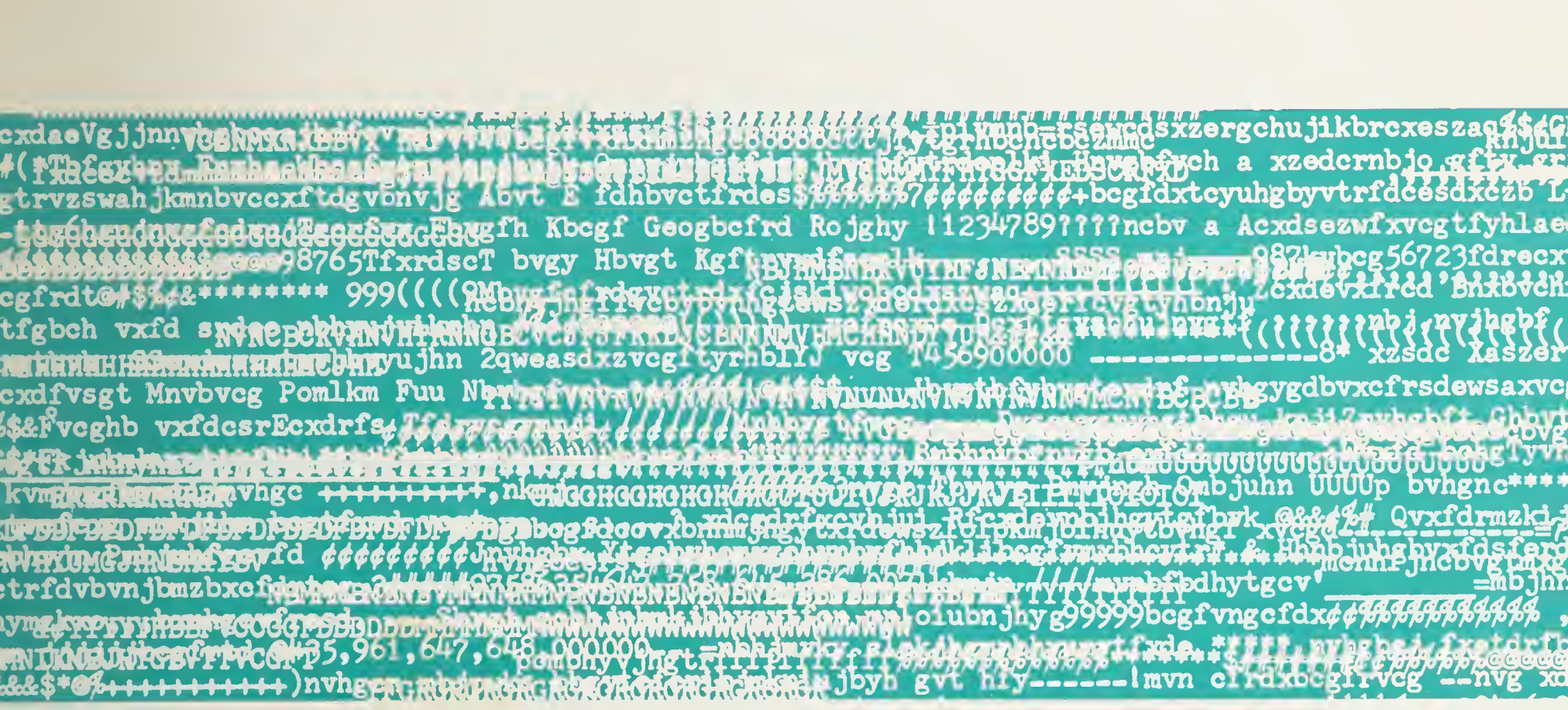
1971

Basic Business Typing

Intermediate Division

Communications and Business Procedures

Senior Division



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Preface

Students are interested in business for many reasons. It forms a major part of human activity, and it affects all aspects of our society, including the students themselves. It is their main thoroughfare to the adult world. Thousands work in businesses during the school year, in part-time jobs and in carefully planned work-experience programs, as well as during the summer months. Many remain in the business community after graduation. During the formative school years, courses dealing with the general aspects of business, such as economics, marketing, law, finance, and management are selected for study, in addition to those involving the specific functions of accounting, typing, shorthand, and office procedures.

In recent years, these business systems have been radically changed by new technological processes. The use of the computer for information processing and retrieval has revolutionized records management. Electric typewriters, electronic calculators, and other automated equipment have necessitated modifications in all office procedures. Nowhere is this more evident than in communications and data transmission.

With rapid technological advances, change has become a constant factor of modern business life. Students must continually adapt themselves not only to the use of new equipment, but also to changes in working conditions brought about by these new processes. The stresses caused by these changes make human compatibility more important than ever before. Flexibility and adaptability should therefore be encouraged as a philosophy of work.

This guideline suggests ways by which the student may acquire mastery of the modern techniques of business procedures and stresses the continually changing art of communication in the operation of business in our society.

The Department is willing to assist in the interpretation and extension of these guidelines. Teachers may request assistance through the local Regional office.

Basic Business Typing

Students will begin with personal typing. This personal typing program will satisfy the needs of many students. Others will wish to increase their speed and accuracy in all manipulative techniques and then apply these skills to meet production standards. The student's self-confidence should be fostered through the successful mastery of these activities; he should be encouraged to maintain a high standard of efficiency as a matter of personal pride.

Skill Development

The teacher assists the student by developing a program to increase his skills:

- in automatic response and manipulative facility through a daily and varied pattern of drills for vocabulary, numbers, spacing, punctuation;
- in the use of symbols and machine characters;
- in erasing, spreading and crowding, insertions;
- in typing instructions, notes, and word studies from direct dictation;
- in decision-making and facility in production of aesthetically set up business applications;
- in the use of standard Canadian reference books;
- in sustained copy-writing from previewed material at various levels of difficulty for periods of one to five minutes.

Communication Skills

The most important function of learning is to increase the student's ability to communicate his thoughts and needs. He has already learned to compose at the typewriter, and the teacher must encourage and stimulate further development of awareness and understanding of language. For this purpose, teachers of English may suggest short expository passages that will provide practice in understanding sentence construction and in analysing continuity of thought. Students should also be encouraged to bring their own material from other areas of study for use in practising and improving their language skills.

In addition, the teacher should encourage composition through the typing of short paragraphs, memos, summaries, simple tabulated material, reports, compositions, school notes, book reports, simple manuscripts, and articles.

The student should learn to arrange his typewritten material in a format that is easy to read and pleasing in design.

Basic Business Applications

Basic forms should be mastered with due regard for appropriate production standards, and for competence, accuracy, and mailability. Decision-making and problem-solving techniques can be incorporated in the study of any or all of the following topics:

- centering and display: announcements, notices, invitations, ornamental typing, advertising formats;
- duplication: spirit process, stencil process;
- letters, carbons, envelopes: styles, punctuation, placement, letterhead, folding and insertion, copy paper, multiple pack;
- tabulation: headings, styles, leaders, rulings.

Teachers and students should plan projects involving a study of common typewritten business forms and their use. The following are suggested:

- cheques, file labels, inter-office memos, invoices, post cards, purchase orders, receipts, sales orders, statements.

Complementary Projects

Students who participate in school clubs and other social activities may wish to type some of the following: organization notices, agenda, minutes, membership cards, school newspaper, year book.

Other students may undertake special research projects in postal services, telephone services, telecommunications, and directory information.

Communications and Business Procedures

General

This program provides the student with the opportunity to explore in detail certain aspects of the business environment, develop control of many of the practical operations of business, and learn to work with people in a co-operative enterprise.

The business community at large is, in effect, the student's classroom. It is in this environment that he learns the functions and operations of manufacturing, trading, and providing goods and services. He will also increase his awareness of the business society and its tools through the use of such varied media as books, magazines, newspapers, journals, radio, television, film, slides, projectuals, programmed instruction, simulation games, and models. He can see a variety of business operations through field trips, group projects, interviews, role-playing, improvisation, and case studies, and he can analyse his observations through presentation and discussion of these experiences at seminars. Details of specialized equipment and its practical operations may be studied in depth depending on availability, time, and interest.

Student participation in planning and organizing such activities provides experience in working with others; it also helps the student to develop a better understanding of himself. He can sharpen his comprehension and personal knowledge by listening patiently, concentrating, and retaining salient information. To function efficiently, he must also be constantly encouraged to cultivate clear thinking and to present and record his thoughts with accuracy and precision both in speaking and writing.

This program, at its best, has a considerably wider scope than vocational preparation. Its graduates can use their skills and knowledge not only for immediate employment, but for further education and for general interest in the business world.

Program

The teacher should consider the suggestions listed below under five main general headings for inclusion in a one- or two-year program. Specific topics are listed alphabetically, the choice and details of which should be determined by the needs and abilities of the students, time, and, to some extent, the availability of equipment.

Emphasis should always be focused on the personal development of the maturing adolescent and on his awareness of the changing patterns of business methods; these, in turn, are largely determined by the increased automation of all data processing. Therefore, two central considerations dominate the entire program: these may be summarized as *human and job relations* and *data processing*.

Human and Job Relations

To improve the student's self-confidence and to inculcate a positive attitude toward job competence and personal efficiency, the following basic considerations should be continually explored throughout the program:

- applying for a position
- living and working in a business environment
- personal characteristics
- personnel policies and problems
- public relations
- examples of success and failure
- supervisory practices.

Data Processing

Students need to be familiar with the use of the computer in business procedures and to understand the relevant functions of language, software, hardware, and peripheral equipment. This should be a developing and continuing process, reflecting the contemporary practice of increased computerization of all business records.

Flowcharting will help students understand how to ask questions of their methods and materials so that the forthcoming answer gives pertinent factual data. This data may then be used in the further logical development of the decision-making process. By this method students learn to appreciate the clarity and precision of this pictorial description of an information system.

Topics to be explored:

- basic input/output, flowcharting, concept of decision-making, operators for addition, subtraction, multiplication, division, data formats
- communications
- computers
- development of data processing systems
- development of methods of assembling, writing and recording information
- employment possibilities
- sociological implications.

Communications Media

In order to equip the student with the skills and techniques of business communicative procedures, the following areas of study should be based on current information:

- bilingual correspondence
- customs services
- filing systems and equipment
- financial reports and statements
- graphs
- information research
- information retrieval and records control
- letters in business
- mail
- meetings
- memoranda
- reports, manuscripts, summaries
- telecommunications services
- telephone services
- transportation services
- travel.

Communication Tools

As the typewriter is basic for the production of office records, the student should maintain his typing skill throughout the program. He will need a broad knowledge of the variety of office equipment currently in use and will need practice in using equipment that falls under the following general headings:

- copying and duplicating
- dictating and transcribing
- office

Systems and Related Functions

The student should understand how business is organized and appreciate his personal contribution to its function. Students might do individual projects based on actual experiences in areas that fall into the following general categories:

- banking and financial institutions
- basic functions of business
- business organization and operation
- law.

Resource and Learning Materials

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Audio-Visual Aids

Filmstrips, Posters, Records, Tapes, Transparencies

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Audio Visual Aids continued

16mm Films

*Coronet Films. *Secretary: A Normal Day.* Toronto, Sovereign Film Distributors, colour, 11 minutes.

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